

*By the end of this unit you will become filmmakers in charge of shedding light on how industrialization has affected a local community. You will be communicating your message to lobbyists who will decide whether or not to help raise awareness of this issue. You will decide what societal issue to cover based on discussions of topics we have already covered throughout the course of the unit. You will also be given the option of researching their own societal issue as long as the topic is cleared with me first. Leading up to this major assignment, we will participate in many lessons to develop your understanding of industrialization and it's effect on local communities. These lessons will include illustrating world maps, producing examples what what effects CO2 levels, comparing sea-levels during pre-industrial and post-industrial Earth, creating media that considers how refugees impact cultural changes in the environment they move to, and creating media-rich presentations about how geographic processes might affect far-racing communities.*

MBHS

RSU 9

Tyler Brown

Social/cultural change, Political border reformation, geographical evolution

9-Diploma

Social Studies/Geography

Maine Learning Results

* *Describe environmental effects of societal changes*
* *Illustrate political and physical world maps*
* *Compare sea levels of pre-industrial and post-industrial earth*
* *Produce examples of what affects CO2 levels*
* *Consider how refugees impact cultural changes in the environment they migrate to*
* *Be aware of geographic processes and their effect on far-reaching communities.*

***Key Terms****- culture, society, climate, climate change*

***Key Concepts****- country/capital info, map interpretation, geographical evolution*

***Key Events****- political border reformation, historical geography, social/cultural change.*

*Maine Learning Results  
Content Area: Social Studies  
Standard: D. Geography  
Standard: D1 Geographic Knowledge, concepts, themes, and patterns  
Grade Level Span: 9-Diploma  
Students understand the geography of the United States and various regions of the world and the effect of geographic influences on decisions about the present and future.*

*How might geographic processes in the Sahara affect ocean communities in the Caribbean?*

*How have humans contributed to the rise in CO2 levels over the past 5,000 years?*

*Why do societal changes impact the physical and cultural environment?*

*Geographic processes in local communities may have Global Impacts.*

*The study of geography helps to better predict consequences of human interaction at the local, state, national, and global level.*

*Societal changes impact the physical and cultural environment.*

* *•* ***I-Movie:*** *Produce a video of how industrialization has negatively effected a local community  
  •* ***Google Earth/Draw Tool:*** *Draw maps of different regions that include political and physical features  
  •* ***Google Docs:*** *Research report on how rising sea levels has affected a local community since industrialization  
  •* ***Glogster:*** *Create a interactive poster about how to counter-act rising CO2 levels  
  •* ***Comic Life:*** *Create a comic life about the impact of Somialian migration to areas in Maine like Lewiston and Portland  
  •* ***Presi:*** *Be aware of geographic processes and their effect on far-reaching communities.*

***Pre-assessment:*** *Will be delivered with choices that appeal to MI’s*

***Checking for Understanding:*** *Word sort, quick write, timed pair share, handprint, 4-3-2-1 scoring scale, example/non-example*

***Timely Feedback:*** *Self, Peer, Teacher.*

***Goal:*** *To create a short film about how industrialization has negatively affected a local community.*

***Role:*** *A filmmaker*

***Audience:*** *lobbyists who can help impact change in the local community.*

***Situation:*** *You decide what example of industrial/local community impact you will report on based off of topics we have discussed over the course of the unit. If a unique example is desired, the topic will be cleared with me first.*

***Product:*** *You will create a video detailing the negative effects of industrialization in a certain community in order to create support to help a real local community.*

***Standards:*** *Video Standards- Teamwork, Concept, Content, Audio, Visual, Outline.*

*Oral Presentation Standards- Respect, Preparedness, Stays on Topic, Time Limit, Delivery, Enthusiasm*

Culture, Society, political map, physical map, country/capital info, geographical evolution, social/cultural change

Geography/Social Studies

*Students understand the geography of the United States and various regions of the world and the effect of geographic influences on decisions about the present and future.*

• geographic processes in local communities may have global impacts.  
• the study of geography helps to better predict consequences of human interaction at the local, state, national, and global level.  
• societal changes impact the physical and cultural environment.

*You are becoming filmmakers in charge of shedding light on how industrialization has affected a local community. You will be communicating their message to PBS''s board of directors who will decide whether or not to help raise awareness of this issue. Students will decide what societal issue to cover based on discussions of topics we have already covered throughout the course of the unit. Students will also be given the option of researching their own societal issue as long as the topic is cleared with me first. They will also understand the standards by which they will be graded when they receive a rubric detailing the main points of focus.*

1. *Content*
2. *Concept*
3. *Teamwork*
4. *Audio*
5. *Visual*
6. *Outline*
7. *Respect*
8. *Preparedness*
9. *Stays on Topic*
10. *Time-Limit*
11. *Delivery*
12. *Enthusiasm*

***Oral Presentation***

***I-Movie***

***By what criteria will student products/performances be evaluated?***

**W)**1.1 Students will understand that societal changes impact the physical and cultural environment **(Where)**, So students will be aware of political and physical features of the world when making reforms that might save lives **(Why)**, Students understand the geography of the United States and various regions of the world and the effect of geographic influences on decisions about the present and future. **(What**)  
**(H)** 1.2 Students will become engaged and excited about the major themes of Geography after actively listening to a teacher-made rap about the subject **(Hook)**  
**(E)**1.3 Students will know country/capital info, map interpretation, nations, bodies of water, mountain ranges, political map, physical map (**Equip**) By filling in a blank world map outline and doing a mix-pair-freeze activity students will better understand political and physical world maps (**Explore**), Students will use Google Earth and other web tools to fill in a blank world map template (used as reference throughout the unit) (**Experience**)  
**(R)**1.4 Students will get into pairs and work on mastering a particular region by quizzing example/non-example to check for understanding of political and physical features within that region. (**Rethink),** Students will self assess by using a checklist to make sure that their world map is filled in with all of the pertinent information required **(Rethink/Revise),** feedback based on their own self-assessment will be reviewed by teacher and handed back to them the next day (**Revise**/**Refine**)  
**(E)**1.5 Formative Assessment - **Pre-Assessment:** Will be delivered with choices that appeal to MI's, **Checking for Understanding**: example/non example and **Timely Feedback:** self, teacher  
**(T)** 1.6 **Tailors**  
**Verbal:** Mix-pair-freeze activity allows for discussion of pertinent vocabulary  
**Logic:** students will logically deduce (problem-solving) where physical/political features should be placed during pre-assessment based on their knowledge of other features they knew and could cross off their checklist.  
**Visual:** Completing map exercise provides a visual for students to interpret  
**Musical:** Teacher-made rap about the lesson will get Musical learners thus reinforcing their understanding of the content of the lesson.  
**Kinesthetic:** Student's are assigned different regions to draw using draw tool as hands-on activity.  
**Intrapersonal:** Students work independently at first on the pre-assessment blank world map  
**Interpersonal:** Students work together in mix-pair-freeze and example/non-example activities to review questions and vocabulary from the lesson.  
**Naturalist:** Naturalists benefit from obtaining knowledge about different physical features of the world and contemplating how different rivers, mountain ranges, bodies of water, etc. have effected established political boundaries.  
**(O)**1.7 Students will be able to Illustrate political and physical world maps **(Interpret)**, **Product:** Google Earth/Maps **Number of Days:** 2-3

**(W)**2.1 Students will understand that the study of geography helps to better predict consequences of human interaction at the local, state, national, and global level. **(Where)** So that natural disasters can be better predicted and avoided in the future to save lives **(Why)** Students understand the geography of the United States and various regions of the world and the effect of geographic influences on decisions about the present and future. **(What)**  
**(H)** 2.2 Students will watch a short video outlining the devastating effects of mass floods that have occurred since industrialization in the 19th century and will discuss how we, as a class, are able to help prevent them in the future. **(Hook)** [**Water World**](http://www.pbs.org/now/shows/543/)  
**(E)** 2.3 Students will know bodies of water, rising sea-levels, industrialization, CO2, flooding, pollution, o-zone **(Equip),** Students will reinforce their understanding of rising sea levels by doing a "find the fib" activity, the "turn and talk" activity **(Explore)**, Students will use Google Docs to share and compile information regarding changes in sea-levels and the effect of industrialization on sea-levels **(Experience)**  
**(R)** 2.4 Students will work individually to create a "hand-print" listing 5 things they have learned about industrialization and its effect on rising sea levels (**Rethink),** Students will self-assess their hand-prints by reviewing a checklist of all of the major ideas to make sure their 5 items are pertinent and goal-oriented **(Rethink/Revise),** Feedback on student's hand-prints will be provided by the teacher and handed back the following day(**Revise**/**Refine**),  
**(E)** 2.5 Formative Assessment, **Checking for Understanding**: Hand-print **Timely Feedback:** teacher, self  
**(T)** 2.6 **Tailors**  
**Verbal:** Verbal/Linguistic intelligences will benefit heavily from using Google Docs to actively participate in live written bullet points of the major themes of rising sea-levels as well as during the "find the fib" activity.  
**Logic:** Students will benefit from using deductive reasoning processes during the "find the fib" activity to reinforce their understanding of the most important material.  
**Visual:** By creating a sequence chart, students will develop their own graphic organizers to display the sequence of events that lead to rising sea levels.  
**Musical:** Students will participate in a "turn and talk" (aka pair-share) activity where they will be prompted to work with a partner to briefly discuss the different ways that changes in sea-levels and the geographic processes involved with changing sea-levels have things in common with music.  
**Kinesthetic:** The "handprint" activity is a good hands-on approach to reinforcing the main ideas of the lesson.  
**Intrapersonal:** Students will benefit from working alone on hand-print activity and the sequence chart graphic organizer to critically think about the lessons main ideas and self-assess themselves.  
**Interpersonal:** Students will benefit from working in pairs on the "find the fib" activity and the "turn and talk" activity.  
**Naturalist:** Since the entire lesson is based around environmental changes, naturalists will be inclined to be interested in the content.  
**(O)** 2.7 Students will be able to compare sea levels of pre-industrial and post-industrial Earth. **(Apply By),** **Product:** Google Docs **Number of Days:** 4-5

**(W)**2.1 Students will understand that the study of geography helps to better predict consequences of human interaction at the local, state, national, and global level. **(Where)** So that natural disasters can be better predicted and avoided in the future to save lives **(Why)** Students understand the geography of the United States and various regions of the world and the effect of geographic influences on decisions about the present and future. **(What)**  
**(H)** 2.2 Students will watch a short video outlining the devastating effects of mass floods that have occurred since industrialization in the 19th century and will discuss how we, as a class, are able to help prevent them in the future. **(Hook)** [**Water World**](http://www.pbs.org/now/shows/543/)  
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**Verbal:** Verbal/Linguistic intelligences will benefit heavily from using Google Docs to actively participate in live written bullet points of the major themes of rising sea-levels as well as during the "find the fib" activity.  
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**Kinesthetic:** The "handprint" activity is a good hands-on approach to reinforcing the main ideas of the lesson.  
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**Interpersonal:** Students will benefit from working in pairs on the "find the fib" activity and the "turn and talk" activity.  
**Naturalist:** Since the entire lesson is based around environmental changes, naturalists will be inclined to be interested in the content.  
**(O)** 2.7 Students will be able to compare sea levels of pre-industrial and post-industrial Earth. **(Apply By),** **Product:** Google Docs **Number of Days:** 4-5

**(W)**3.1 Students will understand that the study of geography helps to better predict consequences of human interaction at the local, state, national, and global level. **(Where)** So that we can work together to draft better environmental policies for the future. **(Why)** Students understand the geography of the United States and various regions of the world and the effect of geographic influences on decisions about the present and future. **(What)**  
**(H)** 3.2 Students will watch a portion of a documentary about how many "recycling" companies in America simply ship mass quantities of outdated electronics to hazardous dumping-zones in foreign territories (China in this example) rather than endure the costs of attempting to recycle them domestically in an environmentally healthy way. As the video outlines some of the human tragedies associated with this practice, students will become engaged by the harsh reality of the issue. **(Hook)** [**Electronic Wasteland**](http://www.cbsnews.com/video/watch/?id=4586903n)  
**(E)** 3.3 Students will know climate, CO2, flooding, o-zone, pollution, climate change, geographical evolution, rising sea-levels **(Equip),** Students will participate in a "numbered heads" activity in groups to reinforce their understanding of what affects CO2 levels **(Explore)**, Students will use Glogster to create a multimedia enhanced poster describing the main ideas of what causes CO2 levels to rise **(Experience)**.  
**(R)** 3.4 Students will work in pairs to do a "timed pair share" activity where they are given a set amount of time to each discuss what they think about the given topic **(Rethink),** Students will assess what they reviewed in pairs by participating in a larger group discussion directly after to review the main ideas of the given topic. They will then complete the "sandwich chart" graphic organizer to check their understanding of the step-by-step processes involved in rising CO2 levels. **(Rethink/Revise)** Formative assessment will be conducted by the teacher during "numbered heads" activity to understand what areas of the content need to be reviewed before moving on to the Glogster activity. Also, teacher will review sandwich chart graphic organizers and hand them back with comments about major ideas they may have missed and positive feedback on main ideas that were identified (**Revise**/**Refine**)  
**(E)**3.5 Formative Assessment, **Checking for Understanding**: timed pair share/numbered heads/sandwich chart **Timely Feedback:** teacher, self  
**(T)** 3.6 **Tailors**  
**Verbal:** "Numbered heads" activity includes group discussion of what effects CO2 levels.  
**Logic:** Upon creation of the "sandwich chart" graphic organizer, students will be asked to consider how what they created can be viewed as a "formula" or "equation" for an increase in CO2 and the teacher will demonstrate what the formula would look like in mathematical terms on the board.  
**Visual:** Visual learners will benefit from the documentary (hook) and from reviewing their personally created graphic organizers.  
**Musical:** When students create their Glogster, musical intelligences will be able to add musical media to their Glog and explain how it relates to the topic or it's main themes.  
**Kinesthetic:** Kinesthetic intelligences will engaged by the hands-on creation and customization of their Glog.  
**Intrapersonal:** Students will work independently on their Glogs  
**Interpersonal:** Students will work together in paired discussions during the "timed pair-share" activity followed by a larger class discussion and the "numbered heads" activity.  
**Naturalist:** Naturalists will be engaged by the content of the lesson throughout as it directly relates to environmental concerns.  
**(O)**3.7 Students will be able to produce examples of what effects CO2 levels. **(See from the points of view of),** **Product:** Glogster **Number of Days:** 2-3